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ABSTRACT

The publication is intended to provide some guidance to educators who are in the process of developing career education units which will be integrated into and correlated with school subjects. The first part of the document focuses on developing resource units, and offers information on goals and objectives, on the integration of career education into the existing curriculum, on occupational clusters, and on the unit format. Steps to be followed in developing career education modules are outlined. Among the key concepts of career education which are exemplified in the notes are these: Career education focuses on learning experiences related to self-understanding, educational endeavors, and career potential; concrete experiences are utilized to illustrate abstract concepts; and, career education provides experiences related to a sample of occupations at all levels. Decision-making experiences are provided, but students are not forced to make early career decisions. The second part of the document is comprised of exemplary career education modules incorporating those concepts, for use at primary, intermediate, junior high school, and high school levels. These sample units were developed by 203 educators participating in career education curriculum development classes sponsored by a Regional Education Service Agency (RESA) in an eight-county area in West Virginia. (Author/AJ)

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NOTES ON CURRICULUM DEVELOPMENT

AND

SAMPLE CAREER EDUCATION MODULES

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PREFACE

The purpose of this publication is to provide some guidance to educators who are in the process of developing career education units which will be integrated into and correlated with school subjects. Educators should not perceive these materials as a cookbook approach in which they lack the power and responsibility for decisions. The information is not intended as a restriction on the creativity of teachers.

The information contained herein is intended for use in Marshall University Class VTE 610, Career Education Curriculum Development. The career education modules in this document were developed in classes sponsored by the Regional Education Service Agency (RESA V). RESA V serves the educational systems in Calhoun, Jackson, Pleasants, Ritchie, Roane, Tyler, Wirt, and Wood Counties.

Two hundred, three (203) educators from Region V have participated in career education curriculum development classes. The professors who have conducted career education classes upon which the sample career education modules were obtained are:

Dr. Joseph G. Freund,
Dr. Everett W. Harris,
Dr. James S. O'Hara,
Dr. LeVene A. Olson, and
Mr. Keith C. Smith

The emphasis in these "notes" is on the development of career education units which are supplementary to the existing curriculums. The units are an approach to systematically developing and inserting career education learning experiences into existing school subjects.

Educators must recognize that curriculums and curriculum units provide the climate in which teachers are able to function. The career education units may suggest learning experiences which appear to be meaningful for students; yet the units in and of themselves will not guarantee relevant learning experiences for children and youth.

The teacher's role is of central importance in the education of children and youth. The teacher possesses the ability to take mundane learning experiences and transform them into meaningful learning experiences by being sensitive and responsive to the needs and concerns of children and youth.

The basic assumption upon which curriculum development activities are based is that the teacher is a professionally competent individual. Yet because teachers are sensitive to the needs and concerns of children and youth, they seek ways to grow professionally. Hopefully the development of career education units will help create a climate in which teachers can become more responsive to the needs and concerns of children and youth.

Teachers possess a vast store of knowledge of course content and considerable expertise in teaching methodology. Because of these facts coupled with the evolving nature of career education, the climate for developing curriculum units is contemplative rather than authoritative. The structure of the experiences afford teachers the opportunity to answer the questions: What?, So What?, and Now What? Briefly these questions relate to:

1. WHAT is career education?
   - 1.1 How does it relate to my students?
   - 1.2 How does it relate to subject content?
   - 1.3 How is it taught?
   - 1.4 How does it relate to the community?
   - 1.5 How will I find time to teach it?
   - 1.6 How does it relate to the changing career world?

2. SO WHAT difference will it make for the student?
   - 2.1 Does it make school more meaningful?
   - 2.2 Does it increase academic achievement?
   - 2.3 Does it increase the maturity of students?
   - 2.4 Does it decrease cultural shock?
   - 2.5 Does it promote self understanding?
   - 2.6 Does it help students make decisions?

3. NOW WHAT can I do to implement career education?
   - 3.1 Will I receive assistance from supervisors?
   - 3.2 Will additional materials be made available?

3.3 Will community personnel be involved?
3.4 Will I be required to cover certain topics?
3.5 Will I be able to alter curriculum materials?
3.6 Will I channel students into certain careers?

The process in which teachers are involved requires that adequate information about career education and ample opportunity be provided to clarify the information through discussion and questions. Teachers must interpret the information as it relates to the realities of the classroom and place a value judgement on the concept of career education. Based on the value judgement, teachers are asked to make a commitment to the development and implementation of career education.

This document should not be used in isolation but should be the basis upon which additional discussion will further define the topics mentioned. In-service specialists not only tolerate conflicting points of view but encourage their discussion.

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PART I

DEVELOPING RESOURCE UNITS

A. Definition

Career education (or career development education) is an approach to education in which the curriculum(s) are refocused to give greater attention to the development in in children and youth of self identity, educational understanding, and career potential. The long range goal of career education is to help students become more responsible individuals who are capable of making and implementing accurate career choices in an exceedingly complex and continuously changing society. Some of the key concepts to understanding career education are as follows:

1. Career education is a systematic approach to facilitating the maturation process called career development.

2. The term career applies to a series of jobs and occupations.

3. Career education focuses on learning experiences related to self understanding, educational endeavors, and career potential.

4. Concrete experiences are utilized to illustrate abstract concepts and nebulous symbols related to school subjects.

5. Career education is not a separate subject but is a part of all school subjects (kindergarten through the twelfth grade).

6. Career education provides experiences related to a sample of occupations at all levels of the occupational spectrum.

7. Career education does not force students to make early career decisions but does provide decision-making experiences.

8. Career education experiences assist students achieve career education goals and subject goals.

Career education has been and is being provided to students by many excellent teachers. Career development has been of concern to many educators in the past. Organized efforts to plan, develop, and implement career education have existed since the middle 60's.

Career education (funded projects) was started in the Fall of 1971 in West Virginia. Career education projects in the state which have received funding are as follows:

1971 - Lincoln County - 1968 VEA funding -
Director: Herbert Holstein
Staff: Daryle Elkins, Thomas Miller, Billy Burton.

1971 - Mason County - ESEA Title III funding -
Director: William A. Edwards.

1972 - Raleigh County - 1968 VEA funding -
Director: Mary Louise Klaus
Staff: Richard Mann, June Mabe, Larry Anderson.

1972 - Monangalia County - RCU funding -
Director: Sandra Brown.

1972 - Fort Gay (Wayne County) - ESEA Title III funding -
Director: Thomas Lozito.

1972 - RESA VIII - ESEA Title III funding -
Director: Dennis Bensen
Staff: Phyllis Kessel, Toni Mason, Nancy Kilmon, Sharon Contenti, James Kiger.

1973 - RESA V - 1968 VEA funding -
Director: Ray Miller
Staff: Adeline Cooper, Charles Keefer, John Lorentz.

1974 - Fayette County - FSEA Title III funding -
Director: Irene Fitzwater.

B. Goals and Objectives

Goals and objectives are classified in many different ways. The terminology which is used varies over time and from place to place. An attempt will be made to define the different kinds of goals and objectives for the RESA V Career Education Project and to provide samples in each category.

The goals and objectives fall into the following categories:

1. Program Goals and Objectives.

These goals and objectives describe the results expected through the implementation of the Career Education Project. Some of the means of achieving these goals and objectives are through in-service sessions, meetings, classes, workshops, curriculum guides, the mobile unit, etc.

The program goals and objectives of the RESA V Career Education Project are as follows:

Career Awareness, K-6

GOAL - To provide an instructional system designed to present occupational information to children in Grades 1-6.

OBJECTIVES

a. To provide students with occupational information to make them aware of the meaning of work and its importance to them and society.

b. To provide experiences in which the world of work is presented in a manner that is realistic and appropriate to the student's state of development.

c. To inform students about the multitude of occupational opportunities.

d. To present to students a realistic view of the world of work and encourage them to consider their own abilities and limitations.

e. To provide students with basic information about major occupational fields.

f. To stress the dignity in work and the fact that every worker performs a useful function.

g. To visit local businesses and industries to get a first-hand view of the "world of work".

Career Orientation, 7-8

GOAL - To establish in grades 7-8 a curriculum which will assist the student to acquire such knowledge of the characteristics and functions, the duties and rewards of the occupational families within which his choice will probably lie.

OBJECTIVES

a. To give students an understanding of the knowledge and skills basic to the broad spectrum of the occupational families.

b. To provide the students with a guide to educational and occupational requirements of different jobs (Occupational families).

c. To assist the student in acquiring a technique of analysis of occupational information and to analyze such information before making a tentative choice.

d. To stress habits and attitudes which are needed for successful and continued employment.

e. To provide students with experiences designed to develop an awareness and self-realization that leads to the selection of the appropriate career with realistic aspiration levels.

Career Exploration, 9-10

GOAL - To provide students in grades 9-10 experiences that will enable them to make realistic occupational choices, experiences in working with others, and understanding of the psychological aspects

of work as it relates to their own temperaments, personalities, and values.

OBJECTIVES

a. To inform students about occupational and education opportunities at all levels.

b. To provide students not finishing high school with information related to the opportunity to enter an occupational training program and/or employment.

c. To provide students with knowledge in broad fields of work which will assist the individual in making long range vocational plans.

d. To provide "hands on" experience in various occupational fields offered at area vocational-technical education centers serving the counties involved in the project.

e. To make the student aware of the continuous changes occurring in the world of work which necessitates continuing education or training in the various career areas.

f. To provide the student with information concerning other educational opportunities. (Community college, college, university and other post-secondary career preparation programs).

Career Preparation, 11-14

GOAL - To expand present vocational program offerings to include (a) additional program offerings and work experience programs to assist in removing the artificial barriers between education and work, and (b) work-study programs designed to assist those in need of earnings from such programs to commence or continue their enrollment in vocational education programs.

OBJECTIVES

a. To provide students with the background necessary to further their career preparation in post-secondary occupational programs.

b. To provide students with skills, attitudes, and work habits needed for employment in a cluster of closely related occupations.

c. To increase student participation in programs due to broadened curriculum offerings made available through additional vocational education and work experience programs.

d. To provide economic assistance to those students in need of such assistance in order to remain in school and to continue their education.

e. To provide opportunities for learning by doing in actual work situations.

f. To provide intensified guidance and counseling services to meet the needs of students.

g. To provide placement services for exiting students who desire to avail themselves of such services. The design of such services are to place students in either a job, a postsecondary occupational program or a postsecondary baccalaureate program.

2. Product Goals and Objectives

These goals and objectives describe the behavior of students after they have been provided with learning experiences. The goals are long range goals which are partially achieved at various levels of the student's education. The product objectives (called performance objectives in the modules) are intended to be achieved following instruction in each module. The performance objective should indicate specific behavior which is measurable.

The product goals and sample performance objective for the RESA V Career Education Project are as

follows:

GOAL - The student should be able to understand, accept, and relate himself/herself emotionally, mentally, and physically to his/her social, educational, and career ventures.

PERFORMANCE OBJECTIVES

a. The student should be able to discuss an awareness and acceptance of self as an emotional, mental, and physical entity which is of value to himself/herself and society.

b. The student should be able to realistically appraise his/her interests, needs, fears, likes, abilities, and aptitudes.

c. The student should be able to relate knowledge of himself/herself (likes, abilities, aptitudes, and limitations) and knowledge of work to his/her future.

GOAL - The student should be able to understand that there are certain physical, mental, and emotional characteristics which make him/her unique.

PERFORMANCE OBJECTIVES

a. The student should be able to describe and accpet the ways he/she is similar to and different from other students.

b. The student should be able to compare characteristics based on experience in the school, home, and community and the resulting knowledge of self and others.

c. The student should be able to accept others as respected individuals who contribute to the welfare of society.

GOAL - The student should be able to understand the importance of interpersonal interaction and its affect on others.

PERFORMANCE OBJECTIVES

a. The student should be able to describe how he/she is affected by the people around him/her.

b. The student should be able to discuss the affects of his/her actions on those people with whom he/she associates.

c. The student should be able to display responsibility for his/her actions when interacting with others.

GOAL - The student should be able to plan to enter his/her chosen career and progress within the career or change the direction of his/her career if necessary or desirable.

PERFORMANCE OBJECTIVES

a. The student should be able to demonstrate the skills, attitudes, and knowledge necessary for the selection, preparation, and maintenance of a work role.

b. The student should be able to express the means of progressing within a work role in accordance with certain abilities and aspirations.

c. The student should be able to identify the sources of assistance or training needed or desired for a change in work roles.

GOAL - The student should be able to understand the value of school subjects in terms of their function within and outside the classroom.

PERFORMANCE OBJECTIVES

a. The student should be able to enumerate knowledge and skills necessary for various kinds of work.

b. The student should be able to indicate the basic educational skills necessary for continued education.

c. The student should be able to describe the functional nature (as opposed to theoretical nature) of school subjects.

GOAL - The student should be able to comprehend the diversity and complexity of educational alternatives in relationship to changes in the job market, society, and self.

PERFORMANCE OBJECTIVES

a. The student should be able to display a broad awareness of the educational opportunities available and appropriate to him/her.

b. The student should be able to demonstrate sufficient self knowledge to insure that educational alternatives selected are appropriate to his/her abilities.

c. The student should be able to illustrate sufficient occupational knowledge to insure that educational alternatives selected are appropriate to the career pursued.

GOAL - The student should be able to function in the performance of decision making and work adjustment processes.

PERFORMANCE OBJECTIVES

a. The student should be able to choose wisely among alternatives as he/she moves through work roles and developmental stages of a career.

b. The student should be able to demonstrate how supply and demand stimulates or retards educational and job opportunities.

c. The student should be able to demonstrate mental and emotional flexibility in making adjustments within a work role or change of work role.

GOAL - The student should be able to apply educational skills in the planning and preparation for entry into the career world.

PERFORMANCE OBJECTIVES

a. The student should be able to demonstrate effective communication skills such as thinking, listening, speaking, reading, writing, and referencing.

b. The student should be able to conceptualize and operationalize concepts in the planning and implementation of his/her career.

c. The student should be able to conceptualize and operationalize the process of observing, describing, classifying, generalizing, hypothesizing, defining, experimenting, and concluding.

GOAL - The student should be able to understand that there are physical, mental, and emotional aspects to work which may or may not be satisfying.

PERFORMANCE OBJECTIVES

a. The student should be able to articulate an awareness of the value of work in an emotional sense as it is related to his/her needs.

b. The student should be able to identify the extrinsic and intrinsic characteristics of work in relationship to life styles.

c. The student should be able to derive personal satisfaction from his/her involvement in "work" activities.

GOAL - The student should be able to comprehend the diversity and complexity of work alternatives both available and appropriate to him/her in the present and the future.

PERFORMANCE OBJECTIVES

a. The student should be able to display a broad base of awareness of work roles that exist.

b. The student should be able to select several work roles for further investigation.

c. The student should be able to categorize several work roles that he/she decided might be particularly appropriate to him/her.

GOAL - The student should be able to recognize that jobs emerge and diminish because of the value society places on the resulting products and services.

PERFORMANCE OBJECTIVES

a. The student should be able to describe the relationship between supply and demand of employees in relationship to risk taking.

b. The student should be able to determine the current and projected labor market supply and demand.

c. The student should be able to demonstrate an understanding of supply and demand relationships in planning career options.

GOAL - The student should be motivated toward, pursue, and become employed in constructive work.

PERFORMANCE OBJECTIVES

a. The student should be able to indicate that he/she values constructive work.

b. The student should be able to develop entry level skills for an occupation or cluster of occupations.

c. The student should be able to be accepted as a contributing member of society through his/her work role.

3. Process Objectives

These objectives describe very specific behavior of students while they are in the process of learning concepts related to school subjects and career education. The process objectives (called learning activities in the modules) indicate specific behavior which is intended to help students achieve the performance objectives.

If the learning activity calls for a discussion, specific points to be discussed should be noted or key questions should be listed.

Sample learning experiences (process objectives) are as follows:

Primary

Plant Seeds
Make Popcorn
Churn Butter
Toys
Visitors
Safety Game
Discussion
Mural
Mailbox Rotary Rack
Paint
Measuring
Star for a Day
Draw Family
Happy and Sad Pictures
View Films
Draw Myself
Life Size Cutouts
Make Dictionary
Field Trip
Select Foods
Question and Answer
Cut Out Pictures
Write Invitations
Bulletin Board Tree
Children Reaction
Dramatic Play
Dress-up Box
PTA Presentation
Invitations
Draw Maps
Room Duty
Listen to Speaker
Follow Rules
Bulletin Board
Match Pictures and Names
Show and Tell
Draw Home, Pets, Etc.
Discuss Feelings
Creative Play
Discuss Tools
Draw Pictures
Collage of Workers
Collect Materials
Tasting Party
Write Thank you Notes
Astronaut Launch Game
Design Placemats
List Jobs
Scrapbook
Make Costumes
Make Hats
Matching
Coloring
Cutouts
Square Dance
Tour Facilities
Designing
Count Letters in Names
Grown-up Activities
View Film-Strip
Read Stories
Who Am I?
Pantomine
Resource Persons
Guessing Riddles
Singing
Role Playing
Prepare Menu
Discuss Manners
Measure Ingredients
Word Cards
List Questions
Make Booklets

Table Display	Committee Work	"I'm Thinking of Someone Who Likes ..."
Write Stories	Buzz Sessions	
Library Books	Invite Mothers for Cookies and Punch	

Intermediate

Discussion	List Jobs	Demonstrations
Read Books	Verbs to Nouns	Campaign
Sing Songs	Dance	Research
Role Play	Mural	Measuring
Fractions	Plan Field Trip	Decorations
Math Story	List Job Duties	Collect Items
Make Signs	Match Jobs and Equipment	Match Jobs and Skills
Construct Props	Simulate Work	Application Form
Cashiering	Price Merchandise	Selling
Posters	Newspaper	List Words
Spell Words	Identify Symbols	Bulletin Board
Group Work	Progress Reports	Elections
Listening	Questioning	Check List
Guest Speaker	Evaluation	Money Games
Thank You Notes	Written Reports	Oral Reports
Spelling Lesson	Write Plays	Interviewing
Write Poems	View Films	Observation
Drawing	Prepare Skit	Vocabulary
Pantomine	Introductions	Prepare Questions
Take Notes	Collect Pictures	Learn Equipment
Field Trip	Film	Research Letters
Operate Equipment	Invitations	Map Measurement
Prepare Script	Read Brochures	Library Books
Slides	Share Feelings	Build Models
Filmstrip	Committee Work	Team Research
Money Problems	Definitions	Portrayal
Count Money	Define Job Clusters	Color Schemes
Model Tools	Cut Out Pictures	Finish Materials
Mat Pictures	Sand	Weave Rugs
Read Instructions	Host Open House	Question Children
Write Story	Dramatize	List Questions
Read Pamphlets	Write Summaries	Prepare Charts
Open Bank Account	Keep Records	Write Essays
Design Product	Who Am I?	Oral Reports
Write Letters	Scrapbook	Survey
Compute Costs	Make Change	Audio Tapes
Group Work	Panel Discussion	Charcoal Sketch
Research Report		

Secondary

Research Paper	Reading	Interaction Groups
Mock Situation	Bulletin Board	Write Resume
Assembly Line	Crossword Puzzles	Occupational Notebook
News Letter	Term Papers	
Quiz	Simulation Exercises	Interest Inventories
List Jobs	Role Playing	
Theme	Lecture	Table Display
Classified Ads	Discussion	Work Sheets
Collage	Take Notes	Civil Service Exam
Experimentation	Newspaper "Want Ads"	Field Trip
Score Tests	Films	Pantomine
Collect Data	Filmstrips	Buzz Sessions
Typing	Oral Reports	Posters
Lettering	Teletrainer	Construct Props
Utilize Equipment	Interviewing	List Terms
Drawings	Demonstrations	Prepare Foods
Labeling	Occupational Uglies	Sewing
On-the-Job Experience	Video Taping	Resource Person
	Questioning	Cost Accounting
Observe Workers	Thank You Letters	Committee Work
Maintain Records	Read Plays	Library Visits
Body Language	Apply for S. S. Cards	Student Projects
Form Business		Equipment Nomenclature
Produce Merchandise	Complete Job Applications	
		Dictionary Use
Television Reports	Personal Data Cards	Skits
Produce Show	Mobiles	Prepare Costumes
Imitation	Research	Prepare Survey Instrument
Meditation	Prepare Ads	
Write Summations	Tape Recording	Survey Individuals
Write Essays	Slogans	Activity Sheet
Student Elections	Voting	Charts
		Audio Tapes

C. Integration

In the planning and development of supplementary career education units, the developers (teachers) must understand how the career education learning activities fit into the school subject(s). The teacher should review the curriculum(s) which are currently in use to (1) determine at which points the subject goals and career education goals are related, (2) determine at which points subject activities and career education activities are related, and/or (3) determine at which

points work, jobs, occupations or careers (and related topics) are discussed in books, films, etc.

The determination of (1), (2) and/or (3) above dictates the time in which career education learning experiences are integrated into the existing curriculums (fine arts and humanities, health and physical education, language arts, practical arts, mathematics, science, social studies, and vocational-technical). Based on the review, the teacher should select an occupational cluster (an occupational group in which numerous related occupations exist) for the unit which is to be developed.

Integration is graphically illustrated in Figure 1 (elementary) and Figure 2 (secondary) on the following pages.

D. Occupational Clusters

The United States Office of Education (U.S.O.E.) has identified fifteen broad occupational clusters which include approximately 24,000 occupations. Occupations are assigned to a particular cluster because they possess common elements. Subclusters for each of the fifteen U.S.O.E. clusters are also provided.

A career education unit may deal with one of the fifteen clusters, one of the subclusters, or a more specific cluster identified by the teacher. The fifteen U.S.O.E. occupational clusters are as follows:

1. AGRICULTURE and NATURAL RESOURCES

   Agriculture
   Forestry
   Mining
   Petroleum
   Wildlife

2. BUSINESS and OFFICE

   Accounting
   Finance
   Management
   Personnel
   Secretarial

3. COMMUNICATIONS and MEDIA

   Broadcasting
   Journalism
   Motion Pictures
   Recording
   Telephone

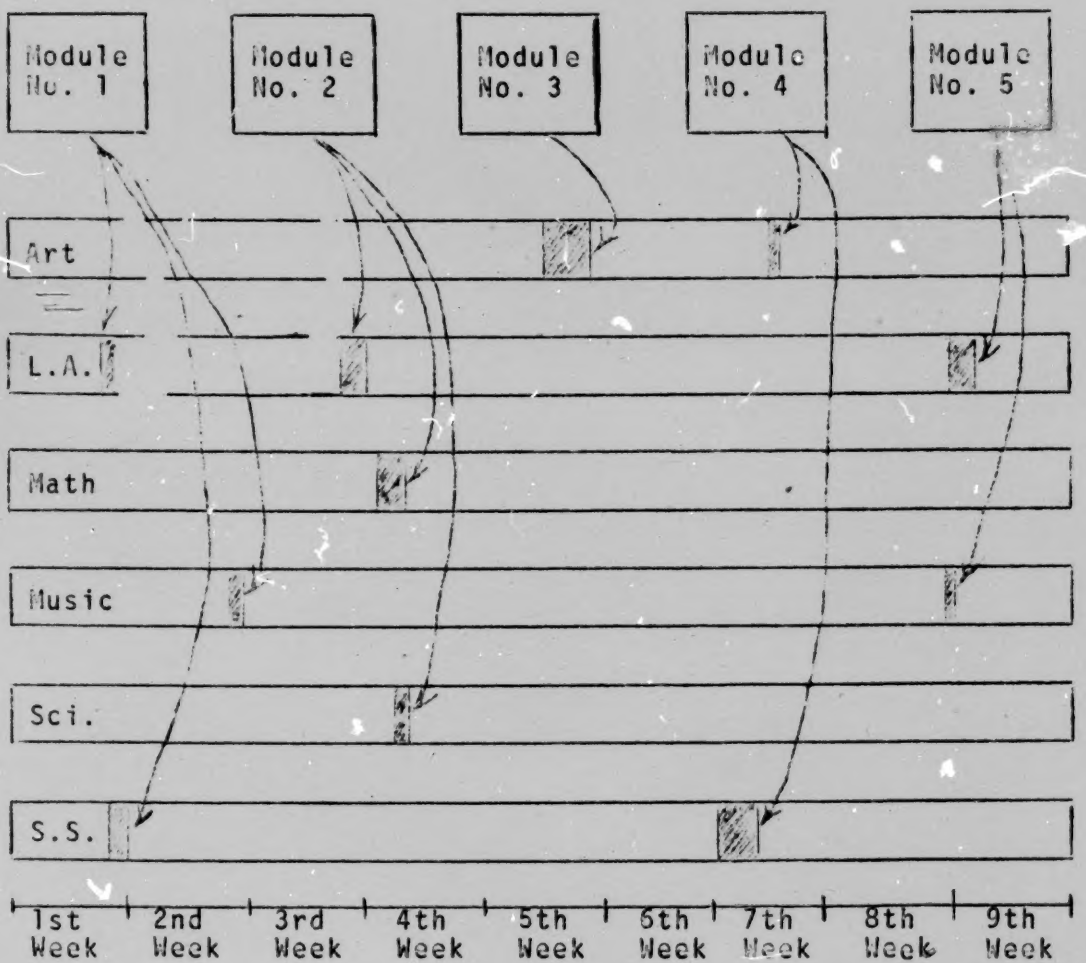
4. CONSTRUCTION

   Electrical
   Finishing
   Masonry
   Metal
   Wood

Figure 1

EXAMPLE OF INTEGRATION AND CORRELATION AT PRIMARY AND INTERMEDIATE LEVELS

(The width of the lines represents the amount of time required for the student to achieve the performance objectives stated in each module. This configuration will vary with each module and each unit.)



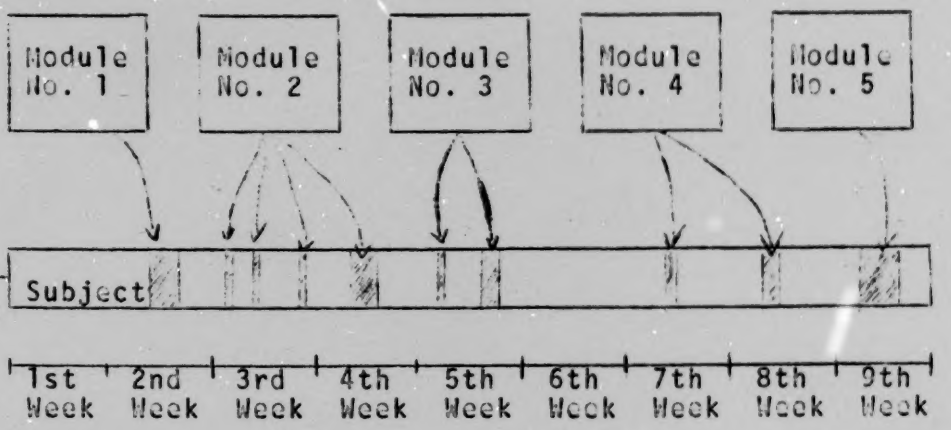
Notes

Integration: using school subjects to teach the concepts (goals) upon which career maturation is based.
Correlation: using learning activities which help students achieve subject concepts (goals) and career education concepts (goals) at the same time.

Figure 2

EXAMPLE OF INTEGRATION AND CORRELATION AT JUNIOR HIGH AND HIGH SCHOOL LEVELS

(The width of the lines represents the amount of time required for the student to achieve the performance objectives stated in each module. This configuration will vary with each module and each unit.)



Sample Subject representing any of the following curriculums:

Fine Arts & Humanities
Health and Physical Education
Language Arts
Practical Arts
Mathematics
Science
Social Studies
Vocational-Technical

Notes

Integration: using a school subject to teach the concepts (goals) upon which career maturation is based.
Correlation: using learning activities which help student achieve subject concepts (goals) and career education concepts (goals) at the same time.

5. CONSUMER and HOMEMAKING

Child Development
Clothing
Food
Home Management
Household Equipment

6. ENVIRONMENT

Air
Plants
Soil
Water
Wildlife

7. FINE ARTS and HUMANITIES

Historical
Performing Arts
Religion
Visual Arts
Writing

8. HEALTH

Administration Services
Emergency Services
Personal Services
Pharmaceutical Services
Supportive Services

9. RECREATION and HOSPITALITY

Industrial Recreation
Private Recreation
Public Recreation
Transportation
Travel Agencies

10. MANUFACTURING

Engineers
Technicians
Skilled Workers
Semi-skilled Workers
Unskilled Workers

11. MARINE SCIENCE

Aquaculture
Fishing
Mineral and Chemical Extraction
Research
Support Personnel

12. MARKETING and DISTRIBUTION

Distribution
Management
Purchasing
Promotion
Sales

13. PERSONAL SERVICES

Apparel Services
Beauty Services
Domestic Services
Food Services
Lodging Services

14. PUBLIC SERVICES

Education
Health
Postal
Protection
Utility

15. TRANSPORTATION

Air
Highway
Pipeline
Rail
Water

E. Unit Format

The format of the career education unit is standardized for the eight school systems served by RESA V. The reason for the standard format is so that units may be exchanged between school systems. The format was not developed in isolation but evolved during the last three years of development and implementation of career education curriculum units. Kindergarten through twelfth grade teachers have provided considerable input into the design of the modules (format).

The unit should include a title page, introduction, and from six to twelve modules. Student work sheets, etc., when used should be appended to the unit. The format of the modules is as follows:

TITLE

Module No.
(Grade Level)

Correlation:
(List Subject[s])

I. GOAL(S) :

After teachers have directed learning activities in this and other units, the student should be able to:

A.
B.

II. PERFORMANCE OBJECTIVE(S):

After the teacher has directed the learning activities indicated in this module, the student should be able to:

A.
B.
C.
D.

III. TEACHER PREPARATION:

A. Teacher Notes
(Narrative Form)
B. Materials and Equipment
1. Materials
a.
b.
c.
2. Equipment
a.
b.

IV. LEARNING ACTIVITIES:

A.
1.
2.
3.
B.
1.
2.
a.
b.
c.
3.
C.
1.
2.

V. EVALUATION:
(Narrative or list, append tests, etc.)

VI. RESOURCES:

A. Books
1.
2.
3.
B. Films
1.
2.

C. Resource Persons
1.
2.

F. Steps In Developing Modules

Developing each module may be facilitated if the developer uses a systematic approach. A systematic step by step approach is suggested in this paper. The developer may follow these steps or alter them to better fit his/her situation. Before beginning on these steps, the developer should review the subject(s) (curriculum) he/she teaches, select an occupational cluster which fits the subject(s) taught, and select a sample of occupations which generate some interest in students (other occupations may be added later).

The suggested steps to preparing a module are as follows:

Step 1. Grade Level and Module Number
Step 2. Subject Correlation
Step 3. Goals
Step 4. Teacher Notes
Step 5. Performance Objectives
Step 6. Title
Step 7. Learning Activities
Step 8. Materials and Equipment
Step 9. Resources
Step 10. Evaluation

Step 1. Note the module number.
Indicate the grade level of the students for which the module is being developed. (Place directly under the module number.)

Step 2. List the subject(s) which the module is to be correlated with. This may vary for each module for elementary teachers but will remain the same for secondary teachers.

After the module has been completed, review the learning activities to verify that they are, in fact, related to the school subject(s) in which the career education unit is to be integrated. The subject(s) noted

would consist solely of the subject(s) which the teacher is teaching. Even though all modules may be related to language arts, a social studies teacher would not indicate that the module is correlated with language arts.

Step 3. Goals

Select the product goals which you expect your students to partially achieve during the time that the unit is being correlated with the subject(s) that you teach. The goals are long range expectations which may not be completely achieved until the student has received numerous educational experiences over a number of years. The goal statements are general objectives which describe the attitudes, knowledge, and skills which are to be acquired by the students.

The goals which you have been provided are to be used as a guide. You may rewrite the goals so that they realistically reflect the age and maturity of the student. However, the general meaning of the goals should be maintained.

After rewriting the goals, group the ones which are similar for possible use in separate modules. Assign the goals to the modules which will make up the entire unit (from six to twelve modules). The same goal (probably with different objectives) may be used in more than one module.

Step 4. Teacher Notes

The teacher preparation section entitled "Teacher Notes" describes in a paragraph or more what the module is all about. The purpose of this information is to provide the teacher with a quick reference to the needed background information, basic content of the goals, and an overview of the module.

The major part of this section is a clarification of the meaning of the goal or goals

listed in step one. Goal number one states: The student should be able to understand, accept, and relate himself/herself emotionally, mentally, and physically to his/her social, educational, and career ventures.

The goal may sound good, but what does it mean? The purpose of the teacher notes section is to provide more understanding of what a specific goal means. An example of the teacher notes for the above goal is as follows:

III. TEACHER PREPARATION

A. Teacher Notes

To understand self means that characteristics related to needs, fears, interests, abilities, and aptitudes must be identified, explored, modified and further explored. Students need the opportunity to compare their characteristics to social, educational and work environments. Students need to be given the opportunity (in an open, non-threatening environment) to express their feelings in relationship to choices of social ventures, educational endeavors, and work activities.

Step 5. Performance Objectives

Translate the stated goals into observable terminal behavior. In other words, what behavior can be expected after the student has been involved in various learning activities related to the module. If the student has acquired certain attitudes, knowledge, or skills during the learning activities, what observable behavior will indicate that he possesses the attitude, knowledge, or skill.

If goal number one used in step three were used in a module for seventh grade students, the objectives may be as follows:

II. PERFORMANCE OBJECTIVE(S):

After the teacher has directed learning activities indicated in this module, the student should be able to:

A. Identify conflicts he/she has related to being independent yet wanting to be like other members of the class.

B. List behavior which is rewarded in school and compare the list with behavior reward in the work situation.

Step 6. Title

Review the goal(s) and objectives for the module. Select a short title of one to four words. The title should reflect in a brief form the content of the module. The title for each module will be different. These titles should not be the same as the title of the unit.

Step 7. Learning Activities

Select a variety of learning activities which will assist the students in achieving the performance objectives. The learning activities relate directly to the performance objectives and the teacher notes sections of the module. Learning activities are used as the vehicle which carries the student to a point where the goal(s) of the module have been internalized by the student. In effect, the learning activities are process objectives. For example, the student will be involved in the process of reading, writing, discussing, touring, questioning, constructing, viewing educational television programs, etc.

Step 8. Materials and Equipment

Review the learning activities in relation to resources. Determine and list the

materials and equipment which the teacher and/or the students will need to carry out the learning activities which are noted.

Step 9. Resources

Review the goal(s), performance objectives, and learning activities (process objectives). Decide upon the kinds of resources (books, games, films, etc.) which would be helpful in assisting students achieve the performance objectives.

Review resources which you have available in your classroom, school, school system, and the RESA V center. If funds are available for the purchase of resource materials, investigate catalogs of commercial publishers to determine the appropriateness of resources which they have available.

Select the most appropriate resource materials from those which you have reviewed and/or investigated. List the resources in complete bibliographical form.

Step 10. Evaluation

Review the objectives to determine the method to be used to measure the degree to which students have achieved the stated objectives. The measurements may be subjective or objective. Approaches to evaluation depend on the achievement to be measured. The approaches may vary from module to module. Some suggested approaches are anecdotal records, conferences, discussion, formal tests, interpretive exercises, observation, rating scales, and work samples. Do not feel limited to these suggestions.

When subjective approaches are used, be sure to note specific behavior which is expected. When objective approaches are used, include the test, rating scale, etc. with the unit. To test the completeness of the evaluation section, ask someone to read the evaluation and describe what is to be evaluated.

The information provided in the step by step procedures should be viewed as a suggested approach. Feel free to alter the suggested steps to reflect procedures which are more efficient for you in the development of modules and the career education unit.

The basic assumption upon which career education curriculum development is based is that the teacher is a professionally competent individual who is sensitive to the needs and concerns of students. Hopefully, the information in this and other publications, interpersonal interaction with others, and the development of career education units will help educators become more responsive to the needs and concerns of children and youth.

PART II

SAMPLE CAREER EDUCATION MODULES

Modules which are included in this publication are currently in the process of being revised. Only a protion of each unit is included. You may note that the modules are not necessarily numbered consecutively. Complete units were developed but for illustrative purposes only part of the entire unit is being reproduced.

It is suggested that teachers review the modules for each level (primary, intermediate, junior high, and high school). Teachers are encouraged to note differences in the modules, discuss these variations, and resolve any conflicts which occur.

A. Primary Career Education Modules

PEOPLE (SELF AND OTHERS)

A

Career Education Unit

for
Primary Level
(Kindergarten-Third)

Correlated
with

Art, Health, Language Arts, Mathematics and Social Studies

2.2

INTRODUCTION

This career education unit is concerned with human qualities that should help students know their strengths and weaknesses. Emphasis is placed on coping behavior and accepting other people. The main emphasis should be that of finding and pointing out students strong points to help them overcome their weaknesses.

This unit is to be correlated with art, language arts, social studies, health, and mathematics. In art, the students are involved in drawing, cutting out pictures, making scrapbooks and making bulletin boards. In language arts, the students are involved in discussions, readings, writing, oral reports and listening. In social studies, the students are involved with all kinds of people for all kinds of jobs. In health, the students are involved with finding the reasons for likenesses and differences in people and learning how to live with and accept differences in oneself and in others. In mathematics, the students are involved in weights and measurements.

This unit should be read in its entirety before attempting to deal with the first module so one can get the feel for the entire unit.

This unit contains the following modules:

1. How do I look?
2. I'm the only me.
3. What I know about me.
4. Thinking about others
5. Decisions
6. Some Jobs People Do

This unit is intended to be completed during a nine week period though certain activities may be omitted or expanded.

HOW DO I LOOK?

Module No. 1
Primary

Correlation:
Language Arts
Social Studies
Mathematics

I. GOAL(S)

After teachers have directed learning activities in this and other units, the student should be able to:

A. Understand that he/she is a unique individual.
B. Understand likes and dislikes, strenghts and weaknesses, needs, and emotional development.
C. Display a healthy, positive self concept.

II. PERFORMANCE OBJECTIVE(S)

After the teacher has directed the learning activities indicated in this module, the student should be able to:

A. Discuss likenesses and differences in weight, height and silhouettes.
B. Talk about and draw simple pictures of things he/she likes and dislikes to do.
C. Talk about and draw pictures of wants and needs.
D. Discuss activities he/she is able to perform.
E. Demonstrate pride and satisfaction in his/her work.
F. Discuss the necessity of close attention to detail in certain work.

III. TEACHER PREPARATION

A. Teacher Notes

Students need to become aware first of their self then extend this awareness to others by examining their own physical characteristics, accepting their differences in height, weight and appearance as making them unique or special. They can then exam, accept, and hopefully respect differences they will find in other people as making them unique and special.

B. Materials and Equipment

1. Filmstrip "I Have A Body"
   Filmstrip "Observing"
2. Yardstick and scales
3. Mural paper
4. Magic markers
5. Paper for students to start their scrapbook
6. Projector

IV. LEARNING ACTIVITIES

A. Estimate and record individually weight and height in scrapbook (those that wish may estimate each other's weight and height).
B. View filmstrip "Observing".
C. Discuss the role hasty observation plays in bad judgement and false impressions.
D. Students will weigh and measure using scales and yardsticks and record these facts under their former estimations. (compare figures).
E. View filmstrip "I Have A Body".
F. Develop representation of physical body using either pg 1 from Student Activity Book, OEB productions, or body silhouttes on mural paper. Students take turns tracing each other on mural paper with magic markers.

V. EVALUATION

A. The teacher will evaluate the student on how well he/she takes part in discussion of the filmstrips.
B. The teacher will evaluate student on how well he/she puts together scrapbook, and how well he/she can measure height and weight, and his/her representation of physical body.
C. The teacher will observe students to determine the effectiveness of learning activities. Of concern are the following:

1. Are the children becoming aware of their differences in height and weight and general appearance?
2. Do their comments show that they accept their own appearance, height and weight without feelings of inferiority?

VI. RESOURCE(S)

A. Films:
Body Movement Kit (#3326) Encyclopedia Britannica Educational Corporation, 425 North Michigan Avenue., Chicago, Illinois 60611

B. Filmstrips:
1. "I Have A Body" Career Awareness, QED Production. Division of Cathedral Films, 2921 West Alameda Avenue, Burbank, California

2. "Observing" Eye Gate House , Inc. 146-01 Archer Avenue, Jamaica, N. Y. 11435

IV. LEARNING ACTIVITIES

A. Read books, Middle Matilda, Peter's Three Friends, Seven Stories for Growth.
B. View filmstrip, "Who Am I".
C. Discuss the importance of knowing self.
D. Take personal inventory of each student assessing likes, dislikes, attitudes, hobbies, and habits (add to appendix).
E. View film, "The Most Important Person".
F. Describe somethings that make them important such "I can hit home runs." "My little sister likes to play with me".
G. Draw or paint a picture of themselves doing what special things they can do that make them feel important.
H. Share pictures with class.
I. View filmstrip, "I Can Do Things."
J. List the special things they can do in their scrapbook under their pictures.
K. View filmstrip, "How Can I Improve Myself". Open Ended Stories - Oregon Society of Individual Psychology, Distributed by West Virginia Department of Education, Charleston, West Virginia.
L. Write in scrapbook, things I like best about myself, and the thing or things I would like to improve.

V. EVALUATION

A. Students will be evaluated by small group or individual conferences or discussions to determine the degree of self-acceptance.
B. Students will be evaluated by their list of things they like about themselves and things they need to improve on which will be listed in their scrapbooks.
C. During the show and tell activity involving the children's pictures of themselves, teacher will observe whether the children show their work with pride and pleasure, and are able to accept their own work with a measure of satisfaction.
D. Evaluate the children's drawings and comments to see whether they reflect a growing awareness of their own likes and dislikes, wants and needs, etc.

VI. RESOURCE(S)

A. For Teachers:
1. Challenge of Parenthood, Rudolf Dreikurs, Hawthorn Books, Inc., 70 Fifth Avenue, New York, N. Y. 10011
2. Children The Challenge, Dreikurs, Hawthorn Books, Inc. 70 Fifth Avenue, New York, N. Y. 10011
3. Encouraging Children to Learn, Don Dindmeyer, Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632

B. For Students:
1. Middle Matilda, Merriam, Random House, 201 East 50th Street, New York, N. Y. 10022
2. Peter's Three Friends, Montresor, Random House, 201 East 50th Street, New York, N. Y. 10022

C. Film
1. "The Most Important Person" Identity #3310 (The Most Important Person Unit) Encyclopedia Britannica Educational Corporation, 425 North Michigan Avenue, Chicago, Illinois 60611 (RESA V - Career Education Project)

D. Filmstrips
1. "Who Am I" Scholastic-Kindle, 900 Sylnan Avenue, Englewood Cliffs, N. J. 07632
2. "How Can I Improve Myself" Eye Gate House, Inc. 146-01 Archer Avenue, Jamica, New York 11435
3. "I Can Do Things" #4 Career Awareness, QEP Production, Division of Cathedral Films, 2921 West Alameda Avenue, Burbank, California

THINKING ABOUT OTHERS

Module No. 4
Primary

Correlation:
Social Studies
Language Arts

I. GOAL(S)

After teachers have directed learning activities in this and other units, the student should be able to:

A. Value others who possess varying characteristics as unique individuals with the potential for success in many occupations.
B. Understand the importance of interpersonal interaction and its affect on others.

II. PERFORMANCE OBJECTIVE(S)

After the teacher has directed the learning activities indicated in this module, the student should be able to:

A. Describe how he/she is affected by the people around him/her.
B. Discuss the affects of his/her actions on those around him/her.
C. Display responsibility for his/her actions in relationship to others.
D. Describe how the central character is role-playing activities helps or hinders others.

III. TEACHER PREPARATION

A. Teacher Notes

Everyone knows somebody who think of himself or herself and not of anyone else. People like that do whatever they want, as if they are the only ones that matter. All people have rights, but people also have responsibilities, and one cannot take away the rights of others. How one treats another person is as important as how one treats himself/herself.

B. Material and Equipment

1. Films
2. Filmstrips
3. Projectors
4. Open ended stories

V. EVALUATION

A. Teacher observation, following these guidelines:
Are the students able to participate in the role playing activities, in which the central character helps or hinders another person?

B. As the students discuss the role playing activities they have participated in, do their comments show that they understand how what they do affects those around them?

C. Name ways people are different and alike.

D. As the students discuss the stories, do they show by their comments that they understand how the central figure was affected by those around him/her?

E. Are the students able to role play various social situations that show the emotional reactions of individuals to those around them?

F. Are the students able to discuss their feelings in relation to those around them?

VI. RESOURCE(S)

A. Films
1. "Understanding Others," BFA Educational Media, 2211 Michigan Avenue, Santa Monica, California 90404.

2. "Thinking of Others" Getting Along With Others Kit (#3309), Encyclopedia Britannica Educational Corporation, 425 North Michigan Avenue, Chicago, Illinois, 60611 (RESA V, Career Education Project).

B. Filmstrip
"What About Others?" BFA Educational Media, 2211 Michigan Avenue, Santa Monica, California 90404.

C. Magazines
Instructor. "He and Him" Open Ended Stories. Joseph E. Malkiewicz, February, 1972.

IV. LEARNING ACTIVITIES

A. Prepare the children for viewing the films by bringing up a recent social interaction that has taken place in your classroom, and asking them to try and remember how they felt.
B. Tell them they are going to see some films about how people are affected by the different people around them.
C. View the film "Thinking Of Others".
D. Prepare appropriate role-play situations for your class, such as :

1. "Your friend won't play with you on the playground. You ask why, and your friend says 'just because'. What do you do now?" - or - "It is Saturday, and your mother says she is going shopping. She says you can (cannot) go. What do you do now?"
2. One child observes another carrying a stack of books that is too heavy. So.....
3. One child gets very angry and tells another that she or he is never going to play with the other again. So the second child.....
4. One child copies the work of another, and gets caught. The child then.....

E. Read open-ended stories.
F. Suggest actors to role-play the stories adding their own endings.
G. Classroom discussion of how we are affected by the actions of the people around us.
H. View film "Understanding Others".
I. Discuss film "Understanding Others".
J. View filmstrip "What About Others".
K. Students may add to their scrapbook a sentence or a paragraph; "One thing I now know about other people that I did not know before is?"

B. Intermediate Career Education Modules

PEOPLE WHO WORK IN THE TRUCKING INDUSTRY

A

Career Education Unit

for
Intermediate Level
(Fourth-Sixth)

Correlated
with

Art, Mathematics, Language Arts, Science, and Social Studies

2.13

INTRODUCTION

This career education unit was prepared for intermediate grades. It concerns itself with occupations related to the trucking industry. Some of the occupations which students may encounter are: terminal manager, truck driver, bookkeeper, typist, factory worker, loading supervisor, store owner, law enforcement officers, highway workers (construction, repair and clean up), service station attendants, garage service managers and mechanics, and rate clerks.

Career education is not to be used alone. However, it is a method of teaching which utilizes "real" experiences to illustrate abstract symbols and concepts found in the subjects that are already being taught. This method of teaching makes use of field trips, role playing, simulation, resource people, media, interpersonal interaction and research activities. It is hoped that students will achieve academic goals and career education goals.

The unit is to be correlated with language arts, art, social studies, science, and mathematics. The unit is not intended to be taught as a separate subject. In language arts, the students are involved in writing letters, discussions, reading, oral reports, listening, lettering, and role playing. In art, students are involved in painting, cutting out pictures, making posters, and making bulletin boards. These relate to the importance of work to the individual, family, and society, and the importance of the trucking industry in transportation and to society. In science, the students are involved in health consideration in the transporting of food. In mathematics, the students are involved in weights and measurement.

There is no time limit on this unit. It may be shortened or expanded to more effectively meet the needs of the students involved.

This unit contains the following modules:

1. The Value of Work.
2. Individual's Contribution to Others.
3. Supply and Demand.
4. Abilities and Limitations.
5. Effective Work Habits.

Module No. 1
Intermediate

Correlation:
Social Studies
Art
Language Arts

I. GOAL(S)

After teachers have directed learning activities in this and other units, the student should be able to:

A. Value all forms of work in terms of its contribution to the welfare of the individual and society.
B. Understand the value of academic and general subjects in terms of their function in the world outside the classroom.

II. PERFORMANCE OBJECTIVE(S)

After the teacher has directed the learning activities indicated in this module, the student should be able to:

A. Discuss the importance of any job done well.
B. Discuss the basic skills needed for various work roles.

III. TEACHER PREPARATION

A. Teacher Notes

Jobs are created out of a need for the service. Teachers are hired to teach, janitors to maintain the building (other examples can be used). More importance should not be attached to one or the other job. The skills needed are dependent upon the task which is to performed.

B. Materials and Equipment

1. Old magazines
2. Scissors
3. Books
4. Films

IV. LEARNING ACTIVITIES

A. View film "People Who Make Things".
B. Discuss the importance of all types of jobs and the skills needed to do the jobs.
C. View film "People Who Work at Night".
D. View film "A City and Its People".
E. Discuss the importance of all jobs.
F. Have children cut out pictures of different kinds of transportation for use later on bulletin boards.
G. Read books about different kinds of jobs.

V. EVALUATION

The teacher will evaluate the student through discussion as to what they have learned from the films about work. The teacher will evaluate answers given by children to questions, asked by the teacher, about how Math, English, Art, Science and Social Studies will help them in their jobs when they go to work.

VI. RESOURCE(S)

A. Books
1. The Physician, Lee and Eimerl, J. S. Latta's 1972 Graded Library Book Buyer's Guide, J. S. Latta, Inc., P. O. Box 1276, Huntington, West Virginia 25715.
2. I Want To Be A Truck Driver, Greene, Ibid.
3. Henry Reed's Baby-Sitting Service, Robertson, Ibid.
4. What Does a Cowboy Do?, Hyde, Ibid.
5. What Does a Diver Do?, Hyde, Ibid.
6. What Does a Forest Ranger Do?, Hyde, Ibid.
7. What Does a Parachutist Do?, Hyde, Ibid.
8. What Does a Peace Corp Volunteer Do?, Levine, Ibid.
9. What Does a Secret Service Agent Do?, Hyde, Ibid.
10. What Does a Veterinarian Do?, Compton, Ibid.
11. What Does an Astronaut Do?, Wells, Ibid.
12. What Does an Oceanographer Do?, Waters, Ibid.
13. What Does a Test Pilot Do?, Wells, Ibid.

B. Films

1. "People Who Make Things," Churchill Films, 662 North Robertson Blvd., Los Angeles, California 90069. RESA V Film Library MP1368, RESA V Career Education Project.
2. "People Who Work At Night," BFA Educational Media, 2211 Michigan Avenue, Santa Monica, California 90404.
3. "A City and Its People," BFA Educational Media, 2211 Michigan Avenue, Santa Monica, California 90404.
4. "The City," Encyclopedia Britannica Educational Corporation, 425 N. Michigan Avenue, Chicago, Illinois 60611. RESAV Film Library MP113.

Module No. 2
Intermediate

Correlation:
Language Arts
Social Studies
Science

I. GOAL(S)

After teachers have directed learning activities in this and other units, the student should be able to:

A. Value others as unique individuals who possess skills varying and as respected individuals who contribute to the welfare of others.
B. Understand the relationship between occupations and the production, distribution, and consumption of goods and services.

II. PERFORMANCE OBJECTIVE(S)

After the teacher has directed the learning activities indicated in this module, the student should be able to:

A. Describe the contribution that transportaiton workers make to society.
B. Identify the reasons why occupations in the trucking industry exist.
C. Describe health factors in refrigerating foods and identify food that must be refrigerated.

III. TEACHER PREPARATION

A. Teacher notes

Skill is important in getting a job but interpersonal relationships determine job success. A person is chosen for a job on the basis of skill, a driver to drive, a cook for cooking. The end product is directly related to the skills (human relations, mental, and physical) of the person who performs the task.

B. Material and Equipment

1. Fresh fruit
2. Fresh vegtables
3. Resource person in uniform

IV. LEARNING ACTIVITIES

A. Read books about food that needs to be refrigerated.
B. Read books about bacteria.
C. Listen and discuss transportation work with the resource person.
D. View filmstrips concerning foods and bacteria.
E. Experiment with refrigerating different foods.
F. Refrigerate fruit and leave fruit out. Check later for length of time for spoilage.
G. Discuss different kinds of truck drivers and their responsibilities to product, time needed to deliver a product.
H. Discuss health of driver because he needs to be alert on the highway in order to deliver his products, and drive safely for the benefit of other people on the road.
I. Read books that tell what temperature different foods would require in refrigeration.
J. Discuss how interpersonal relationships are involved in job success.

V. EVALUATION

Teacher will evaluate the student on his interest and quality of questions during discussions. Student will make a poster about foods that need to be refrigerated and he will be graded on his accuracy.

VI. RESOURCES(S)

A. Books
1. Bacteria, Frahm, Library Editions, Ltd. 200 W. 72 Street, New York, New York 10023.
2. Bacteria, Lietz, Library Bindings.

B. Filmstrips
1. "Bacteria," Encyclopaedia Britannica Educational Corporation, 425 N. Michigan Avenue, Chicago, Illinois 60611, RESAV Film Library MP56.
2. "Food For Health"

C. Resource People
Individuals from various areas of transportation.

SUPPLY AND DEMAND

Module No. 3
Intermediate

Correlation:
Language Arts
Social Studies
Art

I. GOAL(S)

After teachers have directed learning activities in this and other units, the student should be able to:

A. Understand that jobs emerge and diminish because of the social value of the resulting products and services.
B. Value all forms of work in terms of its contribution to the welfare of the individual and society.
C. Recognize that supply and demand stimulates or retards opportunities and is a factor to be considered in planning a career.

II. PERFORMANCE OBJECTIVE(S)

After the teacher has directed the learning activities indicated in this module, the student should be able to:

A. Discuss the reasons why jobs exist and their importance.
B. Discuss the factors workers enjoy and dislike about their work.

III. TEACHER PREPARATION

A. Teacher Notes

New products are being made to fulfill our wants. Some products make jobs easier such as computers but eliminate positions. Styles and trends make and eliminate jobs. A job should be chosen according to the future need for the service or product. Progress eliminates certain jobs, eg. blacksmith The job will be important as long as there is a demand for it.

B. Materials and Equipment

1. Poster boards
2. Magazines
3. Scissors
4. Paste
5. Magic markers
6. Bus

IV. LEARNING ACTIVITIES

A. Read library books related to the trucking industry.
B. Prepare questions to ask workers.
C. Discuss trucking industry in relationship to other industries and how this influences their jobs.
D. Participate in field trip.
E. Write thank you letters.
F. Make posters showing different kinds of trucks and the products they haul.
G. Discuss attitudes and duties of workers.
H. Discuss the factors workers enjoyed about their work
I. Discuss the factors workers disliked about their work.

V. EVALUATION

The teacher will evaluate the student's interest displayed at the truck terminal, questions asked workers, and discussion of field trip upon return to room. Grade posters as they relate to the different truckers and their products.

VI. RESOURCE(S)

A. Books
1. I Want To Be A Truck Driver, Green, Children's Press, 1224 West Van Buren Street, Chicago, Illinois 60607.
2. I Know A Truck Driver, Evans, G. P. Putnam's Sons, 200 Madison Avenue, New York, New York 10016.
3. Trucks On The Highway: Pickup, Flatbed, Big Rigs, and Special Purpose Cargo Movers, G. P. Putnam's Sons, 200 Madison Avenue, New York, New York 10016.

4. By Land, By Sea, By Air: The Story of Transportation, Leavitt & Mosher, G. P. Putnam's Sons, 200 Madison Avenue, New York, New York 10016.
5. Lets Go To A Truck Terminal, Gilmore, Ibid.
6. Trucks and Trucking, Buehr, Ibid.
7. The Big Book of Real Trucks, Cameron, Grosset & Dunlap, Inc., 51 Madison Avenue, New York, New York 10010.
8. Travel By Land, Beales, J. S. Latta's 1972 Graded Library Book Buyers Guide, J. S. Latta, Inc., P. O. Box 1276, Huntington, West Virginia 25715.
9. You and Transportation, Leuiellen, Children's Press, 1224 West Van Buren Street, Chicago, Illinois 60607.

B. Resource Site
Field trip to a trucking terminal.

V. EVALUATION

A. Teacher observation, following these guidelines:
Are the students able to participate in the role playing activities in which the central character helps or hinders another person?
B. As the students discuss the role playing activities they have participated in, do their comments show that they understand how what they do affects those around them?
C. Name ways people are different and alike.
D. As the students discuss the stories, do they show by their comments that they understand how the central figure was affected by those around him/her?
E. Are the students able to role play various social situations that show the emotional reactions of individuals to those around them?
F. Are the students able to discuss their feelings in relation to those around them?

VI. RESOURCE(S)

A. Films
1. "Understanding Others" BFA Educational Media, 2211 Michigan Avenue, Santa Monica, California 90404.
2. "Thinking of Others" Getting Along With Others Kit (#3309), Encyclopedia Britannica Educational Corporation, 425 North Michigan Avenue Chicago, Illinois 60611 (RESA V, Career Education Project).

B. Filmstrip
"What About Others?" BFA Educational Media, 2211 Michigan Avenue, Santa Monica, California 90404.

C. Magazine
Instructor. "Me and Him" Open Ended Stories. Joseph E. Malkieviez, Feb. 1972.

C. Junior High Career Education Modules

PEOPLE WHO WORK IN ENVIRONMENTAL CAREERS

A

Career Education Unit

for
Junior High Level
(Seventh-Ninth)

Correlated
with

Science

2.24

INTRODUCTION

This career education resource unit was prepared for junior high school students. The units were designed to be correlated with science, although other areas are closely related. In class the students will be involved in reading, researching, discussing, writing reports, giving oral reports, doing observation, role playing, planning, interviewing, listening, questioning, and deciding.

These units were built on an approach aimed at the development of skills and understandings which relate to occupations. The implication is that one day most people are going to enter the labor force and produce the goods and services needed by society. Giving a new emphasis and a new look to "career education" will assure that all instruction is relevant to the real life concerns of students so that they develop basic skills, attitudes, and knowledge that will be essential for success in any career that they might choose.

The unit contains the following modules:

1. Traditional and Emerging Occupations
2. Meaningful Work
3. Attitudes of Workers
4. Life Styles
5. Goods and Services
6. Individual Characteristics and Occupations
7. Supply and Demand

TRADITIONAL AND EMERGING OCCUPATIONS

Module No. 1
Junior High

Correlation:
Science

I. GOAL(S)

After teachers have directed learning activities in this and other units, the student should be able to:

A. Value all forms of work in terms of its contribution to the welfare of the individual and society.
B. Understand the structure and methods of classifying occupations and recognize sources of information.

II. PERFORMANCE OBJECTIVE(S)

After the teacher has directed the learning activities indicated in this module, the student should be able to:

A. Identify at least five major environmental problems.
B. Discuss the seriousness of the environmental threats to our lives.
C. Classify and list the different agencies and the jobs related that are helping to solve the environmental problems facing mankind.

III. TEACHER PREPARATION

A. Teacher Notes

Assist students in determining the different agencies and jobs. Help the students to become aware of the significance of these agencies in solving environmental problems.

B. Material and Equipment

Filmstrip projector.

IV. LEARNING ACTIVITIES

A. View film "House of Man, The - Our Changing Environment".
B. Discuss problems of the environment.
C. Gather information from agencies about jobs.
D. View filmstrip "Occupations in the Environment".
E. Students are to interview people on certain environmental problems.
F. Students are to gather pictures, newspaper articles, etc. for a bulletin board.
G. Student will see if he can bring any guest speaker to class.
H. Student will write to various institutions, agencies, and our government officials both local and federal.

V. EVALUATION

The teacher will evaluate the student through discussion and materials brought in for bulletin board. The teacher will evaluate the student on their list of agencies and jobs. The teacher will examine the information received by the students.

VI. RESOURCE(S)

A. Books
1. Careers In Conservation: Opportunities In Natural Resources, Henry E. Clepper, Ronald Press Co., 79 Madison Avenue, New York, New York 10016.
2. "Careers 'Doing Something' For The Environment," Changing Times.
3. Career Education In The Environment, Olympus Research Corporation, 818 18th Street, N.W. Washington, D. C. 20006.
4. Career Opportunities in Biology, Russell B. Stevens, National Academy of Sciences.
5. Careers In Soil and Water Conservation.
6. Encyclopedia of Careers and Vocational Guidance.
7. Occupational Outlook Handbook, Bureau of Labor Statistics.

B. Film
"House of Man, The - Our Changing Environment, Encyclopedia Britannica Educational Corp., 425 North Michigan Avenue, Chicago, Illinois 60611.

2.27

C. Filmstrip
"Overview - Occupations in the Environment".

D. Kits
"Popeye Environmental Careers" #72 King Features, 235 East 45 Street, New York, New York 10017.

ATTITUDES OF WORKERS

Module No. 3
Junior High

Correlation:
Science

I. GOAL(S)

After teachers have directed learning activities in this and other units, the student should be able to:

A. Value all forms of work in terms of its contribution to the welfare of the individual and society.
B. Understand the affective, cognitive, and psychomotor dimensions that accompany various kinds of work.

II. PERFORMANCE OBJECTIVE(S)

After the teacher has directed the learning activities indicated in this module, the student should be able to:

A. Discuss the reasons why jobs exist and their importance.
B. Discuss the factors that the employee's liked and disliked about their work.

III. TEACHER PREPARATION

A. Teacher Notes

Arrange a field trip to the water-waste treatment plant. Invite some parents to assist during the field trip. The student will be seeking information about the different types of jobs, the workers attitudes, and the contribution of exact jobs to the operation of the water-waste treatment plant. Try to bring out the relationship the plant has on the whole picture of water pollution (drinking, water management, water tests, return of water to the river or lake.)

B. Material and Equipment

Microscopes

IV. LEARNING ACTIVITIES

A. Prepare questions to ask workers.
B. Participate in field trip.
C. Discuss attitudes and duties of workers.
D. Collect water samples.
E. Discuss the contribution and problems of this plant has concerning water pollution.
F. Write thank you notes.

V. EVALUATION

The teacher will evaluate the students through the use of discussions, samples collected, discussions in class and their observations.

VI. RESOURCE(S)

Field Trip
Water-Waste Treatment Plant

SUPPLY AND DEMAND

Module No. 7
Junior High

Correlation:
Science

I. GOAL(S)

After teachers have directed learning activities in this and other units, the student should be able to:

A. Recognize the relationship between life styles and the dictates of the work situation, e.g., financial, hours of work, geographical location, physical and mental requirements, etc.
B. Understand educational and experience requisites for career options and tentatively and continously plan various alternatives.
C. Recognize that supply and demand stimulates or retards opportunities and is a factor to be considered in planning a career.

II. PERFORMANCE OBJECTIVE(S)

After the teacher has directed the learning activities indicated in this module, the student should be able to:

A. Discuss the use of Earth's natural resources at a rate faster than they can replinish.
B. Devise ways for conserving and wiser use of our energy.
C. List the good and bad things that have come out of the energy shortage.

III. TEACHER PREPARATION

A. Teacher Notes

Contact Hope Natural Gas to set date and time for tape and slide presentation. Aid students in locating materials and careers available in this area.

B. Materials and Equipment

IV. LEARNING ACTIVITIES

A. View tape-slide presentation "George Can't Do It Along".
B. Ask prepared questions and have discussions in class about the talk.
C. Find out what is our town's source of electrical energy and how it is produced.
D. Determine how you use electrical energy in your day-to-day life. For one day, keep track of the times you use electricity. Also list the purpose for which you used this energy.
E. Determine how many of these uses could you do without and still lead a comfortable life.
F. Read articles "The Real Meaning of Energy" and "The Real Lessons of the Energy Crisis - Good or Bad?"
G. List activities which waste or do not wisely use energy and develop solutions e.g., find out what gas stations and garages do with used oil and what could be done to reuse it.

V. EVALUATION

The teacher will evaluate the students on their discussion and answers to the various questions put before them.

VI. RESOURCE(S)

A. Films
1. "The Real Meaning of the Energy Crisis"
2. "The Real Lessons of the Energy Crisis - Good or Bad"
3. "How to Conserve Your Energy," Hills
4. "Do We Understand Energy" W. Va. Department of Education

B. Booklet
"George Can't Do it Alone," Hope Natural Gas

C. Tape Slide
"George Can't Do it Alone," Hope Natural Gas Company

D. High School Career Education Modules

JOB SEEKING SKILLS

A

Career Education Unit

for
High School Level
(Tenth-Twelfth)

Correlated
with

Language Arts

2.33

INTRODUCTION

This unit includes goals and performance objectives for career education, however, specific goals and objectives relating to the Language Arts field are inherent. For example, as a Language Arts teacher one objective to be achieved would be to learn how to do a correct outline. In using the learning activities listed, the student will not only learn about personal career choices but will also learn specific phases of English. The students are involved with discussions, readings, oral reports, listening, and role playing. Above all, the whole idea of language is exhibited here--communication. The students practice communication in all the activities mentioned, but most valuable forms of communication for themselves. Some will realize the advantages and material gains that can be made through work and in turn gain respect for a job.

This unit contains the following modules:

1. Planning
2. Letters
3. Applications
4. Resume
5. Interviewing
6. The Future

PLANNING

Module No. 1
High School

Correlation:
Language Arts

I. GOAL(S)

After teachers have directed learning activities in this and other units, the student should be able to:

A. Identify the various job opportunities that are available to meet personal needs.
B. Value all forms of work in terms of its contribution to the welfare of the individual and society.

II. PERFORMANCE OBJECTIVE(S)

After the teacher has directed the learning activities indicated in this module, the student should be able to:

A. Describe occupational areas of interest and possible careers in these areas.
B. Choose resource materials necessary for the study of a career.
C. Relate education, previous job experience, school activities, personal data, and other necessary information to potential careers.

III. TEACHER PREPARATION

A. Teacher Notes

Before a student can choose a career he/she must first appraise himself/herself in relationship to the kind of job in which he/she would best be suited. Because students often choose a career without an awareness of the different choices available to them, the teacher should acquaint the student with a variety of job opportunities. Students must also develop an appreciation of work and what it can do for the individual and society.

B. Material and Equipment

1. Film and projector.
2. Arrangements for use of library.
3. Handout sheet for each student on procedures of correct outlining.

IV. LEARNING ACTIVITIES

A. Discuss basic reasons for wanting to get a job or to plan for a future career.
B. View the film, "Jobs, You and Your Attitudes".
C. Discuss likes and dislikes of some of the possible careers indicated by the film.
D. Discuss the value of the various careers indicated and its worth to the community or public.
E. Discuss procedures of finding, investigating, and interviewing for work at a job.
F. Visit the library to pursue and scan available materials.
G. Discuss materials in small or large groups which may be used in the career study.
H. Discuss his reasons for preferring one joy over another.
I. Research a particular career of his/her choice and prepare to write a thorough explanation of the characteristics of the job, training required, how to obtain a job, its value, and approximate salary.
J. Read and discuss his career paper with the class (is desired, demonstrations can also be included in this activity).
K. Begin an outline for an extensive study of possible careers.

V. EVALUATION

A. The teacher will evaluate the student on his eagerness to compare his value list to his life style.
B. The teacher will evaluate the student through discussion. The teacher will look for such contributions on the student's part as: why one works or why one must consider a future career, what the student's particular interests are for the future career, and the value of his/her choice in regard to himself/herself and the community.
C. The teacher will evaluate the student on his/her interest and participation in finding sources of information. He/she will also be evaluated on his/her ability to locate sources that specifically relate to his/her choice.

VI. RESOURCE(S)

A. Book
"Occupational Outlook Handbook," U. S. Department of Labor, Washington, D. C.

B. Film
"Jobs, You and Your Attitudes," Coronet Films, 65 East South Water Street, Chicago, Illinois.

C. Reference Magazines

D. Reference Newspapers

E. Pamphlet
"Job Guide For Young Workers," Superintendent of Documents, Washington, D. C.

RESUME

Module No. 4
High School

Correlation:
Language Arts

I. GOAL(S)

After teachers have directed learning activities in this and other units, the student should be able to:

A. Comprehend his/her interests, aptitudes, and limitations and their significance.
B. Understand methods of applying present skills and abilities to the employment situation.

II. PERFORMANCE OBJECTIVE(S)

After the teacher has directed the learning activities indicated in this module, the student should be able to:

A. Identify abilities, skills, and limitations and record them in correct resume form.
B. Use correct grammatical construction.
C. Describe the correct format of a resume.

III. TEACHER PREPARATION

A. Teacher Notes

If students do not display the correct information and grammar in a job resume, the employer would often not even consider him, therefore, not only does a student need to know the techniques involved in writing a resume but also his personal interests and attitudes which are factors involved.

B. Material and Equipment

1. Sample resume to distribute to class
2. Handout sheets on correct form of resume.

IV. LEARNING ACTIVITIES

A. Read and discuss a typical job resume.
B. Prepare a personal job resume or personal data sheet.
C. Discuss Social Security Cards.
D. Utilize interests, check lists, test scores, self-inventory charts, autobiography in assessing personal interests and abilities.
E. Complete a practice job resume.

V. EVALUATION

A. Teacher will evaluate the student's personal data sheets for completeness and accuracy.
B. The teacher will evaluate the students on their participation in discussing the numerous aspects of the resume.

VI. RESOURCE(S)

A. Book

Pathway To Your Future - The Job Resume and Letter of Application, Kenneth Adler, Bellman Publishing Co., Box 172,Cambridge, Massachusetts 02138, 1971.

B. Sample Personal Data Sheets

C. Social Security Cards

INTERVIEWING

Module No. 5
High School

Correlation:
Language Arts

I. GOAL(S)

After teachers have directed learning activities in this and other units, the student should be able to:

A. Realize the make-up and the importance of job interviews in acquiring work.
B. Realize that his/her appearance and attitude during a job interview can affect its outcome.
C. Recognize his/her personal faults and to become aware of steps for self-improvement.

II. PERFORMANCE OBJECTIVE(S)

After the teacher has directed the learning activities indicated in this module, the student should be able to:

A. Discuss job interviews and the psychological forces working on the interviews.
B. Formulate a realistic self concept and discuss attitudinal and appearance improvements he/she personally should make.
C. Discuss the affects of appearance and attitude during a job interview.

III. TEACHER PREPARATION

A. Teacher Notes

Many students do not recognize the fact that seeking a job involves more than knowledge of personal skills. The interview of a perspective employer is the key for success or failure. Students must realize the importance placed on his personal attributes such as dress, manners, etc., and learn how to control these factors in an interview.

B. Material and Equipment

1. Guest speaker from personnel department of local company.
2. Filmstrip, films, and projectors.
3. List of role playing examples.

IV. LEARNING ACTIVITIES

A. List and discuss desirable manners and attitudes he/she should develop.
B. View at least two of the films or filmstrip listed in resources on job interviews based on availability.
C. Discuss the roles to be portrayed.
D. Take turns portraying various job interview situations. All will include an interviewer. Interviewees will include the under-educated, over-educated, inferior, superior, under-dressed, over-dressed, as well as the appropriate.
E. Discuss the roles as portrayed and if the interviewer was just in his decision to hire or not to hire.
F. View and discuss film "Too Late for Regrets".
G. Discuss appearance (clothing, make-up, posture, hair, etc).
H. Listen to guest speaker and discuss his comments as to what he looks for during a job interview.
I. Write a paper about personal faults, the corrections necessary, and the methods to use to integrate these into his own personality.

V. EVALUATION

A. The teacher will evaluate the students on papers written.
B. The teacher will evaluate the student on his effectiveness in the role playing situations.

VI. RESOURCE(S)

A. Films
1. "Job Interview"
2. "Job Interview: Men," Churchill Films, 662 North Robertson Blvd., Los Angeles, California 90069 (MP1181 RESAV Film Library).
3. "Job Interview: Women," Churchill Films, 662 North Robertson Blvd., Los Angeles, California 90069 (MP1187 RESAV Film Library).
4. "Too Late For Regrets," WETA-TV The Greater Washington Educational TV Assn., Inc. (MP1071 RESAV Film Library).

B. Filmstrip
"Your Job Interview," available on loan from W. Va. Division of Guidance, Counseling and Testing, W. Va. Dept. of Education, Charleston, W. Va.

C. Pamphlet
"How To Sell Your Job Talents," Ohio State Employment Service, Columbus, Ohio.